

## PROPOSED REVISIONS

### COMPARABILITY OF SERVICES

The ~~District~~**Board** shall ensure ~~comparability~~**equity** in services among ~~school~~**campus** programs and shall maintain appropriate records reflecting ~~comparability~~**equity**.

As reflected in District records, ~~comparability~~**equity** shall be maintained Districtwide ~~as reflected by at least~~**in** one of the following ~~tests used by TEA~~**areas**:

1. Expenditures of money per student from state and local funds;
2. Instructional salaries per student from state and local funds; or
3. ~~Nonfederal instructional~~**Instructional** staff/student ratios.

In special programs, such as special education and bilingual education, a lower ratio may be maintained and more money may be spent as necessary to fulfill other legal requirements. [See DEA]

### DISTRICT RESPONSIBILITIES

~~The District shall provide coordination, training, and technical assistance in planning, implementing, and evaluating school-parent engagement. Results of the program's practices shall be presented and community input obtained annually.~~

~~The District shall, as part of its annual evaluation of its parental engagement policy in improving the academic quality of the schools served under Title I, Part A, identify barriers to greater participation by parents in activities authorized by federal law (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies. 20 U.S.C. 6318(a)(2)(e)~~

~~If the plan to be submitted by the District to TEA under Title I is not satisfactory to the parents of participating children, the District shall submit any parent comments with such plan when it submits the plan to TEA. 20 U.S.C. 6318(b)(4)~~

### SCHOOL RESPONSIBILITIES

~~The school shall forge a partnership with all families of special populations and mainstream students by encouraging volunteer participation from parents and the community at large. The principal and other school administrators shall actively promote the philosophy of partnership with all families. The Campus Improvement Team (CIT) in collaboration with parents and community members will develop and implement at the beginning of each school year:~~

~~1.— A school parental engagement policy consistent with the District's parental engagement program objective; and~~

~~2.— A school-parent compact.~~

~~The school's parent engagement design shall be incorporated into the campus improvement plan. [See BQ(LOCAL)] The principal shall supervise the coordination of the parental engagement program.~~

~~Under the provisions of NCLB, each school receiving Title I, Part A funds shall address parental engagement at the school. A school must:~~

~~1.— Meet with parents to explain Title I, Part A requirements;~~

~~2.— Offer a flexible number of meetings and involve parents in the planning, review, and improvement of Title I, Part A programs, including the parental involvement policy;~~

~~3.— Provide parents of participating children information about Title I, Part A programs, the curriculum used at the school, forms of academic assessment, and proficiency levels that students are expected to meet; and~~

~~4.— If the school-wide program plan is not satisfactory to the parents of participating children, submit parent comments on the plan to the Superintendent when the school submits the plan.~~

SCHOOL-PARENT  
COMPACT

~~The compact shall be written as an understanding of shared responsibilities that defines the goals and expectations of school and parents as partners, and shall be developed with input from parents of the students enrolled. The school-parent compact outlines how parents, the entire school staff, and students work together and build a partnership designed to increase the sharing of responsibility between families and schools for the high performance of students. The school-parent compact must describe:~~

~~1.— A school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment;~~

~~2.— The ways in which parents will be responsible for supporting their children's learning; and~~

~~3.— The student's responsibilities for academic achievement.~~

~~Each compact shall include the following statement: "This compact is an understanding of cooperation and not a legal contract."~~

~~[See EHBD(LEGAL) for additional requirements concerning school-parent compacts at Title I schools]~~

~~DISTRICT AND  
SCHOOL  
RESPONSIBILITIES~~

~~The compact shall be aspirational in nature only, and shall not create a legal duty or cause of action on the part of anyone, and shall include within it the following statement: "This compact is aspirational in nature only, and does not create a legal duty or cause of action on the part of anyone."~~

~~Under the provisions of NCLB (Title I, Part A), the District and each school shall provide:~~

- ~~1. Program information for parents — the District and each school shall provide assistance to parents of participating Title I children in understanding such topics as the state's academic content and achievement standards, the assessments being used, the requirements of Title I, Part A, and how to monitor their children's progress and work with educators to improve their achievement;~~
- ~~2. Materials and training — the District and each school shall provide materials and training, such as literacy training and training on how to use technology, as appropriate, to help parents work with their children to improve achievement;~~
- ~~3. Educate educators — the District and each school shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and on how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;~~
- ~~4. Preschool coordination — the District and each school shall, to the extent feasible and appropriate, coordinate and integrate parental engagement programs with Head Start, Even Start, and other preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;~~
- ~~5. Understandable communication — the District and each school shall ensure that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and medium, to the extent practicable, and in a language the parents can understand; and~~

~~Other activities — the District and each school shall provide such other reasonable support for parental involvement activities calculated to improve student academic achievement as parents may request.~~